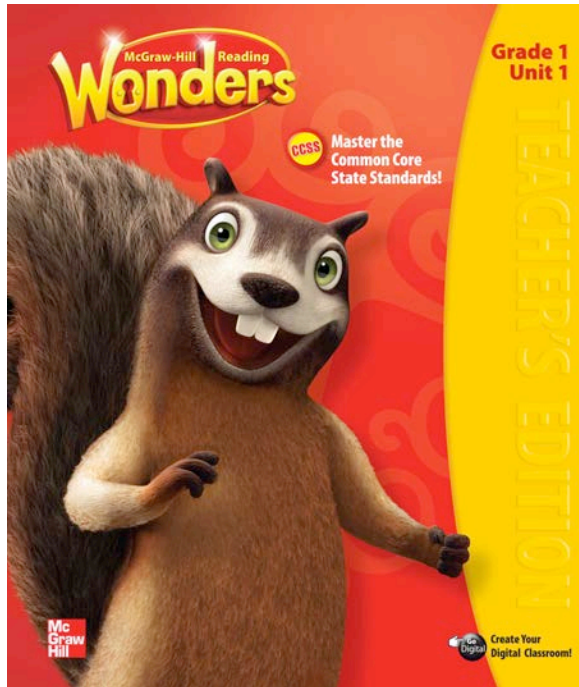




Macmillan/McGraw-Hill

English/Language Arts
Grade 1

Indiana



Grade 1

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STANDARDS

PAGE REFERENCES

EL.1.1 2006 - READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

EL.1.1.1 2006

Concepts About Print:

Match oral words to printed words.

TEACHER'S EDITION:

UNIT 1: S7, S13, S91, T353, T387

UNIT 2: T15, T25, T142, T337, T387

UNIT 3: T15, T35, T119, T269, T387

UNIT 4: T14, T59, T231, T327, T387

UNIT 5: T14, T64, T275, T371, T387

UNIT 6: T14, T153, T283, T293, T387

EL.1.1.10 2006

Decoding and Word Recognition:

Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.

TEACHER'S EDITION:

UNIT 1: S53, S65, S71, T32

UNIT 2: T12, T48, T54, T55

UNIT 3: T126, T188, T211, T282

UNIT 4: T32, T55, T132, T178

UNIT 5: T32, T55, T110, T126

UNIT 6: T110, T111, T132, T133

STANDARDS	PAGE REFERENCES
<p>EL.1.1.11 2006 Read common sight words (words that are often seen and heard).</p>	<p>TEACHER'S EDITION: UNIT 1: S30, S31, S48, S49 UNIT 2: T32, T33, T118, T119 UNIT 3: T16, T17, T56, T57 UNIT 4: T22, T23, T32, T33 UNIT 5: T12, T13, T126, T127 UNIT 6: T16, T17, T22, T23</p>
<p>EL.1.1.12 2006 Use phonic and context clues as self-correction strategies when reading.</p>	<p>TEACHER'S EDITION: UNIT 1: T39, T394, T395 UNIT 2: T39, T394, T395 UNIT 3: T39, T394, T395 UNIT 4: T39, T394, T395 UNIT 5: T39, T394, T395 UNIT 6: T39, T394, T395</p>
<p>EL.1.1.13 2006 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the <i>ea</i> in <i>eat</i>) and knowledge of how vowel sounds change when followed by the letter <i>r</i> (such as the <i>ea</i> in the word <i>ear</i>). Example: Correctly read aloud the vowel sounds made in words, such as <i>ear</i>, <i>eat</i>, <i>near</i>, <i>their</i>, or <i>wear</i>.</p>	<p>TEACHER'S EDITION: UNIT 4: T12, T13, T24, T32, T33, T40, T48, T56, T57, T64, T76, T90, T91, T101, T110, T11, T118, T119 UNIT 5: T12, T22, T40</p>
<p>EL.1.1.14 2006 Read common word patterns (<i>-ite</i>, <i>-ate</i>). Example: Read words, such as <i>gate</i>, <i>late</i>, and <i>kite</i>.</p>	<p>TEACHER'S EDITION: UNIT 3: T12, T13, T17, T22, T23, T32, T40, T48, T56, T57, T64, T90, T91, T100, T101, T110, T118, T126</p>
<p>EL.1.1.15 2006 Read aloud smoothly and easily in familiar text.</p>	<p>TEACHER'S EDITION: UNIT 1: T394, T395 UNIT 2: T394, T395 UNIT 3: T394, T395 UNIT 4: T394, T395 UNIT 5: T394, T395 UNIT 6: T394, T395</p>
<p>EL.1.1.16 2006 Vocabulary and Concept Development: Read and understand simple compound words (<i>birthday</i>, <i>anything</i>) and contractions (<i>isn't</i>, <i>aren't</i>, <i>can't</i>, <i>won't</i>).</p>	<p>TEACHER'S EDITION: UNIT 2: T101, T111, T118, T126, T136 UNIT 3: T23, T33, T41, T49, T58 UNIT 4: T352, T360, T370 UNIT 6: T179, T189, T191D, T196, T204, T214, T269I</p>

STANDARDS	PAGE REFERENCES
<p>EL.1.1.17 2006</p> <p>Read and understand root words (<i>look</i>) and their inflectional forms (<i>looks, looked, looking</i>).</p> <p>Example: Recognize that the <i>s</i> added to the end of <i>chair</i> makes it mean more than one chair. Recognize that adding <i>ed</i> to the end of <i>jump</i> makes it mean jumping that happened in the past.</p>	<p>TEACHER'S EDITION:</p> <p>UNIT 1: T23, T33, T41, T49, T58</p> <p>UNIT 2: T23, T33, T41, T49, T58, T179, T189, T197, T205, T214</p> <p>UNIT 3: T179, T189, T197, T205, T214, T352, T360, T370</p> <p>UNIT 4: T257, T267, T274, T282</p> <p>UNIT 5: T101, T111, T118, T126, T136</p> <p>UNIT 6: T259, T269, T272, T282, T292</p>
<p>EL.1.1.18 2006</p> <p>Classify categories of words.</p> <p>Example: Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, and peas.</p>	<p>TEACHER'S EDITION:</p> <p>UNIT 4: T39A, T39B, T191H</p> <p>UNIT 5: T35J, T39, T39A, T39B</p>
<p>EL.1.1.19 2006</p> <p>Identify important signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos, and letters on the signs or symbols.</p>	<p>THIS STANDARD CAN BE MET DURING TEACHER/CLASS DISCUSSION OF IMPORTANT SIGNS AND SYMBOLS.</p>
<p>EL.1.1.2 2006</p> <p>Identify letters, words, and sentences.</p>	<p>TEACHER'S EDITION:</p> <p>UNIT 1: S6, S10, S12, S16, S18, S24, S27, S28, S46, S58, S76</p>
<p>EL.1.1.3 2006</p> <p>Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.</p>	<p>TEACHER'S EDITION:</p> <p>UNIT 1: T96, T107, T115, T121, T129, T175, T185</p> <p>UNIT 2: T77</p> <p>UNIT 4: T97, T107, T115, T120, T121, T19</p> <p>UNIT 5: T97, T107, T115, T121, T129</p>
<p>EL.1.1.4 2006</p> <p>Phonemic Awareness:</p> <p>Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).</p> <p>Example: Tell the sound that comes at the beginning of the word <i>sun</i>. Tell the sound that comes at the end of the word <i>cloud</i>. Tell the sound that comes in the middle of the word <i>boat</i>.</p>	<p>TEACHER'S EDITION:</p> <p>UNIT 1: S41, T22, T100, T101, T132, T133</p> <p>UNIT 2: T22, T40, T54, T55</p>
<p>EL.1.1.5 2006</p> <p>Recognize different vowel sounds in orally stated single-syllable words.</p> <p>Example: Say the sound that is in the middle of the word <i>bit</i>. Say the sound that is in the middle of the word <i>bite</i>. Tell whether this is the same sound or a different sound.</p>	<p>TEACHER'S EDITION:</p> <p>UNIT 1: T12, T13, T54</p> <p>UNIT 2: T54, T100, T118</p> <p>UNIT 3: T40</p> <p>UNIT 4: T22, T54, T90, T118</p>

STANDARDS	PAGE REFERENCES
EL.1.1.6 2006 Recognize that vowels' sounds can be represented by different letters.	TEACHER'S EDITION: UNIT 4: T12, T13, T22, T23, T32, T33, T40, T48, T56, T57, T62, T90, T91, T100, T101, T110, T111, T118, T126, T134, T135, T142
EL.1.1.7 2006 Create and state a series of rhyming words.	TEACHER'S EDITION: UNIT 1: T188, T211, T288 UNIT 2: T132, T188, T211 UNIT 3: T32 UNIT 5: T100, T133
EL.1.1.8 2006 Add, delete, or change sounds to change words. Example: Tell what letter you would have to change to make the word <i>cow</i> into the word <i>how</i> . Tell what letter you would have to change to make the word <i>pan</i> into <i>an</i> .	TEACHER'S EDITION: UNIT 1: T188, T211 UNIT 2: T188, T211 UNIT 3: T22, T32, T55 UNIT 4: T211, T289 UNIT 5: T100, T133, T178, T211, T246, T289
EL.1.1.9 2006 Blend two to four phonemes (sounds) into recognizable words. Example: Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /f/ /a/ /t/.	TEACHER'S EDITION: UNIT 1: S53, S65, S71, T32, T48 UNIT 2: T12, T32, T48, T54, T55 UNIT 3: T48, T126, T132, T188, T204 UNIT 4: T32, T48, T55, T126, T132 UNIT 5: T32, T48, T55, T110, T128 UNIT 6: T110, T132, T266, T282, T288
EL.1.2 2006 - READING: Comprehension and Analysis of Nonfiction and Informational Text Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginners' dictionaries).	
EL.1.2.1 2006 Structural Features of Informational Materials: Identify the title, author, illustrator, and table of contents of a reading selection.	USE THE FOLLOWING PAGES TO HAVE STUDENTS IDENTIFY THE ELEMENTS OF THE STANDARD. TEACHER'S EDITION: UNIT 2: T208, T364 UNIT 3: T286, T364 UNIT 4: T130, T208, T364 UNIT 5: T208, T364

STANDARDS	PAGE REFERENCES
<p>EL.1.2.2 2006 Identify text that uses sequence or other logical order. Example: Explain how an informational text is different from a story. Tell what might be included in an informational book that uses sequence, such as a book on making a bird feeder like <i>The Bird Table</i> by Pauline Cartwright</p>	<p>TEACHER'S EDITION: UNIT 3: T339, T347B, T347C, T347E, T347F, T359, T374, T377 UNIT 4: T187, T191J, T339, T347B, T347C, T347D, T347E, T347F, T359, T379 UNIT 5: T187, T191C, T191H</p>
<p>EL.1.2.3 2006 Analysis of Grade-Level Appropriate Nonfiction and Informational Text: Respond to <i>who, what, when, where, why, and how</i> questions and recognize the main idea of what is read. Example: After reading or listening to the science book <i>Gator or Croc</i> by Allan Fowler, students answer questions about the reptiles and discuss the main ideas.</p>	<p>USING THE PAGE REFERENCES BELOW, HAVE STUDENTS ASK AND ANSWER THE WHO, WHAT, WHEN, WHERE, WHY, AND HOW QUESTIONS IN ORDER TO FIND THE MAIN IDEA AND DETAILS TEACHER'S EDITION: UNIT 1: T265, T269D, T269E, T342 UNIT 2: T182, T183, T191B, T191E UNIT 4: T89, T347C UNIT 5: T167</p>
<p>EL.1.2.4 2006 Follow one-step written instructions.</p>	<p>TEACHER'S EDITION: UNIT 1: S13, S73 UNIT 3: T339 UNIT 5: T273B UNIT 6: T273A</p>
<p>EL.1.2.5 2006 Use context (the meaning of the surrounding text) to understand word and sentence meanings.</p>	<p>TEACHER'S EDITION: UNIT 1: T68, T117, T195A, T224, T302, T380 UNIT 2: T39A, T113C, T146, T224 UNIT 3: T39A, T68, T113F, T269F UNIT 4: T68, T113, T269 UNIT 5: T35, T39, T117, T302 UNIT 6: T146, T224, T380</p>
<p>EL.1.2.6 2006 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as <i>before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when</i> or cause and effect, such as <i>because, since, therefore, so</i>). Example: Read <i>Bats: Creatures of the Night</i> by Joyce Milton and discuss what words give clues about predicting where bats could be found or how they locate food.</p>	<p>TEACHER'S EDITION: UNIT 2: T21, T35B, T35C, T35E, T35F UNIT 3: T21, T117A UNIT 5: T117, T191C UNIT 6: T35I, T35J, T191H, T269E, T269F</p>

STANDARDS	PAGE REFERENCES
<p>EL.1.2.7 2006 Relate prior knowledge to what is read. Example: Before reading <i>How Much Is a Million</i> by David Schwartz, discuss students' estimates of large quantities.</p>	<p>TEACHER'S EDITION: UNIT 1: T8, T16, T86, T94, T164, T172 UNIT 2: T8, T16, T86, T94, T164, T172 UNIT 3: T8, T16, T86, T94, T164, T172 UNIT 4: T8, T16, T86, T94, T164, T172 UNIT 5: T8, T16, T86, T94, T164, T172 UNIT 6: T8, T16, T86, T94, T164, T172</p>
<p>EL.1.3 2006 - READING: Comprehension and Analysis of Literary Text</p>	
<p>Students read and respond to a wide variety of children's literature. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.</p>	
<p>EL.1.3.1 2006 Analysis of Grade-Level-Appropriate Literary Text: Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending. Example: Read a story, such as <i>Arthur's Prize Reader</i> by Lillian Hoban. Retell the story, including descriptions of the characters and plot of the story, by telling about what happens to Arthur in the contest that he enters and the one that he helps his sister to enter. Plot the story onto a story map.</p>	<p>TEACHER'S EDITION: UNIT 1: T35E, T208, T209, T218, T219, T222, T223 UNIT 2: T26, T27, T35E, T35F, T35G, T113E, T113F UNIT 3: T27, T35B, T35C, T35G, T35H UNIT 4: T26, T27, T35E, T52, T53 UNIT 5: T60, T104, T105, T138, T139 UNIT 6: T182, T183, T216, T217</p>
<p>EL.1.3.2 2006 Describe the roles of authors and illustrators. Example: Read a book, such as <i>The Very Hungry Caterpillar</i> by Eric Carle or <i>Where the Wild Things Are</i> by Maurice Sendak, in which the art is especially important in telling the story. Describe the role of the author and illustrator, and discuss how the pictures help to tell the story.</p>	<p>TEACHER'S EDITION: UNIT 1: T35G, T113H, T191H, T269H UNIT 2: T35H, T113I, T191G, T269I UNIT 3: T35I, T113I, T191I, T269H UNIT 4: T35J, T113J, T191O, T269Q UNIT 5: T35H, T113Q, T191J, T269O UNIT 6: T35M, T113K, T191P, T269P</p>
<p>EL.1.3.3 2006 Confirm predictions about what will happen next in a story. Example: Read part of a story, such as <i>The Musicians of Bremen: A Tale from Germany</i> by Jane Yolen or <i>Lilly's Purple Plastic Purse</i> by Kevin Henkes, and tell what might happen next and how the story might end.</p>	<p>TEACHER'S EDITION: UNIT 2: T11, T17, T31 UNIT 3: T11, T17, T31, T35B UNIT 4: T35E, T35F, T191K, T191L, T269L UNIT 5: T11, T17, T21, T35B UNIT 6: T35I, T35J, T191H, T269E, T269F</p>

STANDARDS	PAGE REFERENCES
EL.1.3.4 2006 Distinguish fantasy from reality.	TEACHER'S EDITION: UNIT 1: T104, T113A, T182, T191A UNIT 2: T104, T113A, T260, T269A UNIT 3: T26, T35A UNIT 4: T260, T269A UNIT 5: T26, T35A, T104, T113A UNIT 6: T26, T35A
EL.1.3.5 2006 Understand what is read by responding to questions (<i>who, what, when, where, why, how</i>).	USING THE REFERENCES BELOW, HAVE STUDENTS ASK AND ANSWER THE WHO, WHAT, WHEN, WHERE, WHY, AND HOW QUESTIONS IN ORDER TO FIND THE MAIN IDEA AND DETAILS TEACHER'S EDITION: UNIT 1: T26, T27, T130, T131 UNIT 2: T60, T296, T301 UNIT 3: T26, T27, T191C UNIT 4: T11, T17, T35H UNIT 5: T245, T251
EL.1.4 2006 - WRITING: Processes and Features	
Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.	
EL.1.4.1 2006 Organization and Focus: Discuss ideas and select a focus for group stories or other writing.	TEACHER'S EDITION: UNIT 1: T18, T28, T36, T96, T106 UNIT 2: T18, T28, T36, T96, T106 UNIT 3: T18, T28, T36, T96, T106 UNIT 4: T18, T28, T36, T96, T106 UNIT 5: T18, T28, T36, T96, T106 UNIT 6: T18, T28, T36, T96, T106
EL.1.4.2 2006 Use various organizational strategies to plan writing.	TEACHER'S EDITION: UNIT 1: T18, T28, T36, T96, T106, T114 UNIT 2: T18, T28, T36, T96, T106, T114 UNIT 3: T18, T28, T36, T96, T106, T114 UNIT 4: T18, T28, T36, T96, T106, T114 UNIT 5: T18, T28, T36, T96, T106, T114 UNIT 6: T18, T28, T36, T96, T106, T114

STANDARDS	PAGE REFERENCES
EL.1.4.3 2006 Evaluation and Revision: Revise writing for others to read.	TEACHER'S EDITION: UNIT 1: T42, T120, T198 UNIT 2: T42, T120, T198 UNIT 3: T42, T120, T198 UNIT 4: T42, T120, T198 UNIT 5: T42, T120, T198 UNIT 6: T42, T120, T198
EL.1.4.4 2006 Research Process and Technology: Begin asking questions to guide topic selection and ask <i>how</i> and <i>why</i> questions about a topic of interest.	TEACHER'S EDITION: UNIT 1: T18, T28, T36, T96, T106 UNIT 2: T18, T28, T36, T96, T106 UNIT 3: T18, T28, T36, T96, T106 UNIT 4: T18, T28, T36, T96, T106 UNIT 5: T18, T28, T36, T96, T106 UNIT 6: T18, T28, T36, T96, T106
EL.1.4.5 2006 Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles)	TEACHER'S EDITION: UNIT 1: T200, T356, T398, T400 UNIT 2: T200, T356, T398, T400 UNIT 3: T200, T356, T398, T400 UNIT 4: T200, T356, T398, T400 UNIT 5: T200, T356, T398, T400 UNIT 6: T200, T356, T398, T400
EL.1.4.6 2006 Organize and classify information by constructing categories on the basis of observation.	TEACHER'S EDITION: UNIT 1: T87, T124 UNIT 2: T87, T124 UNIT 3: T243, T269C UNIT 4: T9, T46
EL.1.5 2006 - WRITING: Applications At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	
EL.1.5.1 2006 Write brief narratives (stories) describing an experience. Example: Write a short story titled <i>My Friend</i> describing an experience that is real or imagined.	TEACHER'S EDITION: UNIT 1: T270, T330, T340, T348, T354 UNIT 2: T18, T28, T36, T96, T106 UNIT 4: T28 UNIT 5: T174, T184, T192, T198

STANDARDS	PAGE REFERENCES
<p>EL.1.5.2 2006 Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details. Example: Write a description of a family member, a pet, or a favorite toy. Include enough details so that the reader can picture the person, animal, or object.</p>	<p>TEACHER'S EDITION: UNIT 2: T174, T184, T192 UNIT 4: T96, T106, T114, T120, T174, T184, T192, T198</p>
<p>EL.1.5.3 2006 Write rhymes and simple poems.</p>	<p>TEACHER'S EDITION: UNIT 1: T274, T288 UNIT 2: T90, T132 UNIT 3: T18, T28, T36, T168, T174, T184, T192, T210 UNIT 4: T12, T40, T54, T110, T133 UNIT 5: T90, T132 UNIT 6: T32, T54</p>
<p>EL.1.5.4 2006 Use descriptive words when writing. Example: Use varied words to describe events, people, and places, such as describing a day as a <i>sunny day</i> or <i>cloudy day</i>.</p>	<p>TEACHER'S EDITION: UNIT 5: T96, T106, T107, T115, T120, T121, T154, T155</p>
<p>EL.1.5.5 2006 Write for different purposes and to a specific audience or person. Example: Write a thank-you note to the store manager after a field trip to the local supermarket.</p>	<p>TEACHER'S EDITION: UNIT 6: T96, T106, T114, T120, T128, T174, T184, T192, T198, T206, T252, T262, T270, T276, T284</p>
<p>EL.1.6 2006 - WRITING: English Language Conventions</p>	
<p>Students write using Standard English conventions appropriate to this grade level.</p>	
<p>EL.1.6.1 2006 Handwriting: Print legibly and space letters, words, and sentences appropriately.</p>	<p>TEACHER'S EDITION: UNIT 1: T13, T91, T169, T247, T325 UNIT 2: T13, T91, T169, T247, T325 UNIT 3: T13, T91, T169, T247, T325 UNIT 4: T13, T91, T169, T247, T325 UNIT 5: T13, T91, T169, T247, T325 UNIT 6: T13, T91, T169, T247, T325</p>
<p>EL.1.6.2 2006 Sentence Structure: Write in complete sentences.</p>	<p>TEACHER'S EDITION: UNIT 5: T18, T28, T36, T42, T252, T262, T270, T276</p>

STANDARDS	PAGE REFERENCES
EL.1.6.3 2006 Grammar: Identify and correctly use singular and plural nouns (<i>dog/dogs</i>).	TEACHER'S EDITION: UNIT 2: T97, T107, T115, T121, T129, T155, T331, T341, T349, T355, T363, T389
EL.1.6.4 2006 Identify and correctly write contractions (<i>isn't, aren't, can't</i>).	TEACHER'S EDITION: UNIT 2: T101, T111, T118, T126, T136 UNIT 3: T23, T33, T41, T49, T58
EL.1.6.5 2006 Identify and correctly write possessive nouns (<i>cat's meow, girls' dresses</i>) and possessive pronouns (<i>my/mine, his/hers</i>).	TEACHER'S EDITION: UNIT 2: T175, T185, T193, T199, T207, T233 UNIT 6: T97, T107, T115, T121, T129, T155
EL.1.6.6 2006 Punctuation: Correctly use periods (<i>I am five.</i>), exclamation points (<i>Help!</i>), and question marks (<i>How old are you?</i>) at the end of sentences.	TEACHER'S EDITION: UNIT 1: T97, T107, T253, T263 UNIT 2: T331, T341, T349, T355, T363 UNIT 4: T97, T107, T115, T121 UNIT 5: T97, T107, T115, T121
EL.1.6.7 2006 Capitalization: Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .	TEACHER'S EDITION: UNIT 1: T19, T29, T37, T43, T51, T77, T175, T185, T193 UNIT 2: T331, T341, T349, T355, T363 UNIT 4: T97, T107, T115, T121 UNIT 5: T97, T107, T115, T121 UNIT 6: T19, T29, T37, T43, T51, T77
EL.1.6.8 2006 Spelling: Spell correctly three- and four-letter words (<i>can, will</i>) and grade-level-appropriate sight words (<i>red, fish</i>).	TEACHER'S EDITION: UNIT 1: T14, T92, T170, T248, T326 UNIT 2: T14, T92, T170, T248, T326 UNIT 3: T14, T92, T170, T248, T326 UNIT 4: T14, T92, T170, T248, T326 UNIT 5: T14, T92, T170, T248, T326 UNIT 6: T14, T92, T170, T248, T326

STANDARDS	PAGE REFERENCES
EL.1.7 2006 - LISTENING AND SPEAKING: Skills, Strategies, and Applications	
<p>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.</p>	
<p>EL.1.7.1 2006 Comprehension: Listen attentively.</p>	<p>TEACHER'S EDITION: UNIT 1: T9, T44, T87, T122, T165, T243, T403 UNIT 2: T87, T122, T165, T403 UNIT 3: T9, T165, T200, T243, T278, T321, T356, T403 UNIT 4: T9, T44, T87, T122, T165, T243, T403 UNIT 5: T44, T87, T122, T165, T243, T403 UNIT 6: T87, T122, T165, T243, T403</p>
<p>EL.1.7.10 2006 Use visual aids, such as pictures and objects, to present oral information.</p>	<p>TEACHER'S EDITION: UNIT 1: T45, T50, T113H, T123 UNIT 2: T50, T121, T123, T201 UNIT 3: T121, T128, T199, T206 UNIT 4: T45, T50, T121, T123 UNIT 5: T45, T121, T123, T199 UNIT 6: T43, T50, T121, T123</p>
<p>EL.1.7.2 2006 Ask questions for clarification and understanding.</p>	<p>TEACHER'S EDITION: UNIT 1: T165, T200, T403 UNIT 2: T245, T403 UNIT 3: T321, T356, T403 UNIT 4: T9, T44, T122, T403 UNIT 5: T9, T243, T278, T356, T403 UNIT 6: T9, T321, T403</p>
<p>EL.1.7.3 2006 Give, restate, and follow simple two-step directions.</p>	<p>TEACHER'S EDITION: UNIT 1: S13, S73 UNIT 3: T339 UNIT 5: T273B UNIT 6: T273B</p>
<p>EL.1.7.4 2006 Organization and Delivery of Oral Communication: Stay on the topic when speaking.</p>	<p>USING THE RESPONSE TO READING REFERENCES, REMIND STUDENTS TO STAY ON TOPIC WHEN RESPONDING. TEACHER'S EDITION: UNIT 1: S14, S26, S44, S56, S86</p>

STANDARDS	PAGE REFERENCES
EL.1.7.5 2006 Use descriptive words when speaking about people, places, things, and events.	TEACHER'S EDITION: UNIT 1: S26, T87, T107 UNIT 2: T9, T87, T245 UNIT 3: T9, T87, T89, T123 UNIT 4: T9, T45, T87, T165 UNIT 5: T9, T11, T87, T89 UNIT 6: T87, T123, T177, T243
EL.1.7.6 2006 Speaking Applications: Recite poems, rhymes, songs, and stories.	USE THE READER'S THEATER SELECTIONS TO HAVE STUDENTS LEARN AND RECITE. TEACHER'S EDITION: UNIT 1: T394 UNIT 2: T394 UNIT 3: T394 UNIT 4: T394 UNIT 5: T394 UNIT 6: T394
EL.1.7.7 2006 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why</i> , and <i>how</i> questions.	TEACHER'S EDITION: UNIT 1: T31, T35H, T109, T113F UNIT 2: T31, T35I, T109, T113G UNIT 3: T31, T35J, T109, T113J UNIT 4: T31, T35K, T113K UNIT 5: T35I, T113R UNIT 6: T35E, T35N
EL.1.7.8 2006 Relate an important life event or personal experience in a simple sequence.	TEACHER'S EDITION: UNIT 1: T330, T340, T348, T349, T354, T355, T362
EL.1.7.9 2006 Provide descriptions with careful attention to sensory detail.	TEACHER'S EDITION: UNIT 3: T18, T28, T36, T37, T42, T43, T50 UNIT 4: T194, T195 UNIT 6: T116, T117